

DOCUMENT RESUME

ED 085 894

EA 005 804

AUTHOR Rolfe, Brenda, Comp.
TITLE The Credit System: An Annotated Bibliography. Current Bibliography Number 6.
INSTITUTION Ontario Inst. for Studies in Education, Toronto. Library.
REPORT NO OISE-6
PUB DATE Jan 74
NOTE 30p.
AVAILABLE FROM Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 (Canada) (\$2.25)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Annotated Bibliographies; *Continuous Progress Plan; Flexible Scheduling; Guidance Counseling; High Schools; Literature Reviews; *Nongraded System; *Open Education; Resource Materials; School Organization; *Ungraded Programs
IDENTIFIERS Canada; *Credit System

ABSTRACT

Throughout the course of its development, and particularly since 1972, the credit system has been a source of controversy and concern for Ontario educators. This interest has prompted the preparation of a bibliography on various aspects of the debate. The first part of this listing represents a selection of material on those Canadian provinces that have been involved for some time or that are about to become involved in various aspects of the credit system. The next section includes materials that trace briefly the development of the credit system in Ontario, particularly in terms of its implementation in the initial six schools and presents selections that discuss the many issues aired in the controversy. The final group of citations present a variety of approaches to some of the questions and criticisms most frequently voiced in the literature covered in the previous section. The literature search emphasizes Canadian material from 1967 to early 1974. American material from 1970 to the present has also been searched and, whenever appropriate, has been included in the last section. The citations are listed in each section under the headings: books, research reports, theses, pamphlets, journal articles, and videotapes. Those items available from the ERIC Document Reproduction Service are so indicated.
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804 THE CREDIT SYSTEM

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THE CREDIT SYSTEM

AN ANNOTATED BIBLIOGRAPHY

Compiled by

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INTRODUCTION

The credit system in Ontario began in 1967 when William Davis, then Minister of Education, allowed six schools to deviate from the Department's* official guidelines for program development and diploma requirements. The period from 1968 to 1971 saw these schools changing and developing various aspects of the system while other schools began to adopt it in varying degrees. In September, 1972, implementation became compulsory.

Throughout the course of its development and particularly since 1972, the credit system has been a source of controversy and concern for Ontario educators. This interest has prompted the Library of The Ontario Institute for Studies in Education to prepare a bibliography on various aspects of the debate.

Ontario's preoccupation with the credit system made it seem appropriate to examine to what degree other provinces were involved with this system. As the limited amount of literature available was often very uncommitted in this area, the references listed in Section I represent a very cautious selection of material on those provinces which have been involved for some time or are about to become involved in various aspects of the credit system.

Section II of the bibliography briefly traces the development of the credit system in Ontario, particularly in terms of its implementation in the initial six schools and presents a selection of the many issues aired in the controversy.

Section III attempts to introduce a variety of approaches to some of the questions and criticisms most frequently voiced in the previous section. It is hoped that this may assist the user by indicating various directions for further, in-depth investigation. For example, the sub-section "The Student and the System" might lead to an investigation of independent study programs. In "Guidance and Counselling" a significant amount of literature exists on the changing role of the counsellor, as well as on the use of computers in various aspects of this field. In the literature on the reorganization of school administration, there is a vast amount of material on the changing roles of the principal, vice-principal, teacher and student, particularly in the decision-making process. Finally, interest in scheduling might lead to an investigation of the semester system.

The literature search emphasizes Canadian material from 1967 to the current date, early 1974. American material from 1970 to the present was also searched and when appropriate included in Section III.

*The Ontario Department of Education became the Ontario Ministry of Education in 1972.

ACKNOWLEDGEMENTS

The Library wishes to thank the many individuals in the Institute and its Field Centres, the Ontario Ministry of Education, the various School Boards contacted and the library staff of the Canadian Education Association for their unselfish cooperation in facilitating the listing of local and/or very recent material.

Material in quotation marks has been drawn from the work cited (well within publishers' prescribed limits of free use of 500 words or less for publicity purposes).

AVAILABILITY OF MATERIAL
INCLUDED IN THE BIBLIOGRAPHY

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I. CREDIT SYSTEM IN CANADA

- 1 Pallesen, L.C. "The Option Jungle." Education Canada, IX (December, 1973), 12-15.

The trend to subject promotion in Canada has resulted in a confusing array of options offered without adequate description to guide student selection. This "option jungle" encourages students to equate enjoyment with relevancy and discourages persistence in activities not totally satisfying. Does this forge attitudes and behavior that will prepare them for adult responsibilities?

A. Western Provinces

- 2 Alberta. Department of Education. Guidelines Pertaining to the Operation of Alberta Junior and Senior High Schools. Edmonton, Alta.: Alberta Department of Education, [1973]. (Cover title: Junior-Senior High School Handbook 1973-74).

Describes in detail the organization of school programs and various diploma requirements. Includes sections on student guidance in course selection, guidelines for the small high school implementing a program, and a listing of all possible senior high school courses.

- 3 McLeod, D.M. "Division Four Policy Components and Assets." School Trustee, XXII (April, 1970), 10-13.

McLeod outlines the new features of the Division IV program (Grades 10, 11 and 12) implemented in Saskatchewan in September, 1970. While maintaining a core of compulsory subjects, the revision is moving towards a credit system designed to eliminate the barriers existing between students in the academic and vocational programs.

- 4 Manitoba. Core Committee on the Reorganization of the Secondary School. The Secondary School: Report. Winnipeg, Man.: Manitoba Department of Education, 1973.

Proposals for reorganization include the following recommendations: courses previously arranged by program should be reclassified into six divisions (communication, social sciences, applied arts and sciences, the arts, mathematics and pure sciences); all courses should be offered at different levels and "phases" and available to all students regardless of post-secondary intentions; introduction of the credit system to facilitate individual timetables; graduation requirements to include credits from each division plus two credits in Canadian studies.

Recommendations to facilitate implementation treat issues such as continuous progress via "levels," "phases," and articulation between levels of education; provincial and local school responsibilities for curriculum development; counselling and education of administrators and teachers for new roles and responsibilities.

- 5 Regan, Ross H. "The Next Changes for B.C. Schools." B.C. Teacher, LI (March, 1972), 214-17, 235.

Provides the background leading to the changes in the instructional program introduced in the senior secondary grades (Grades 11 and 12) of British Columbia in September, 1972. Graduation requirements and course selection are detailed. Problems of assessing students in terms of requirements for post-secondary education emphasize the necessity for greater articulation between all levels of education.

B. Eastern Provinces

- 6 McCracken, Melinda. "Subject Promotion In Action." Monday Morning, I (March, 1967), 19-21.

A description of the characteristics and an assessment of the pros and cons of subject promotion as introduced into the secondary schools under the Protestant School Boards of Greater Montreal in the early 1960s.

- 7 New Brunswick. Department of Education. The Organization of Instruction for New Brunswick Public Schools and Other Related Information. Fredericton, N.B.: New Brunswick Department of Education, 1968. (Supplement, January, 1970, appended).

The reorganization of instruction in New Brunswick public schools began in 1968. Revision in the high schools began with Year 10, 1968, followed by Year 11, 1969 and Year 12, 1970. Presents the philosophical basis and specific guidelines for the reorganization of all levels of instruction. The senior high program is to strive towards subject promotion and individual timetabling. Specific programs within each of the three general program categories are detailed along with a list of compulsory and elective courses for each. Details of facility requirements for new and old buildings and staff requirements to successfully implement the revisions are included.

- 8 New Brunswick. Department of Education. The Organization of Instruction for New Brunswick Schools. Senior High School Programmes. Fredericton, N.B.: New Brunswick Department of Education, 1972.

Up-dates the details of reorganization within the senior high program, initially outlined in the general organization manual (1968 and 1970) cited above.

- 9 "Subject Promotion." Newsletter (Newfoundland), XIX (January, 1968), [6-8].

An excerpt from Royal Commission on Education and Youth, Report, v. II (1968) reviews the province's experiences in subject promotion since 1965/66. Very few students took advantage of it the first year. While the numbers increased slightly in 1966, by 1968 it still had not taken hold. Compares various factors among the different degrees of subject promotion emerging at this time in Grades 9 and 10 and suggests methods of change.

- 10 "Subject Promotion Grades X & XI." Newsletter (Newfoundland), XIX (March, 1968), [7-8].

Continues the assessment and use of subject promotion by comparing various factors emerging in Grade 10 and 11 student programs.

II. CREDIT SYSTEM IN ONTARIO

A. The Early Years .

- 11 Clarke, Melvin E. "A Nongraded High School Gets Underway." School Progress, XXXVII (June, 1968), 50-51, 69.

The principal of Oakville-Trafalgar High School in Oakville, one of the six schools initially experimenting with the credit system, briefly describes the system's implementation after its first year of operation. He points to the absolute necessity of the computer to keep up with the increased record keeping and reporting, the increase in counselling needs, and the necessity of altering teacher education to prepare staff for a new role and teaching milieu.

- 12 Enns, J.G. "Moving Toward an Ungraded Secondary School." Ontario Educational Research Council. The Non-Graded School - Continuous Progress; Proceedings of the Fourth Workshop in Classroom Research. Toronto, Ont.: 1967.

Ottawa's Fisher Park High School is another of the six schools involved in the early years of the credit system. The principal describes the introduction of subject promotion and individual timetables during the first two years of the experiment, indicating their advantages and disadvantages, problems encountered, and attempts at solutions.

- 13 "Fisher Park High School, Ottawa." Case Studies in Continuous Progress. Compiled by the Ontario Teachers' Federation, Continuous Progress Committee. Toronto, Ont.: Ontario Teachers' Federation, 1972.

The further development of the experiment to 1971/72 involved the adoption of the credit system (1968). For the first stages of the experiment (1965-1967) concentration was placed on administrative arrangements, but this has changed to a concentration on teaching students and teachers how to handle the program. A strong team effort among the professional staff is essential for success. Comments from teachers and students are included.

- 14 Gilbert, V.K. "Subject Promotion at Newtonbrook Secondary School." Ontario Educational Research Council. The Non-Graded School - Continuous Progress; Proceedings of the Fourth Workshop in Classroom Research. Toronto, Ont.: 1967.

The principal of North York's Newtonbrook, also one of the six schools initially experimenting with the credit system, details at some length the development of the subject promotion scheme, adapted from the model used in the Lakeshore Region, Montreal. The organization and operation of the house system is also illustrated.

- 15 Kilmer, D. Glenn. "A Gradeless Composite School - Phase I." OSSTF Bulletin, XLVII (May, 1968), 156-58.

The principal of North Park Collegiate-Vocational School in Brantford interprets the "Gradeless School" as one with subject promotion and individual timetables enabling students to select options regardless of level or "stream." He outlines the first phase of implementing this concept in his school and answers anticipated questions. A guide to the obligatory and optional subjects for every level in each stream is included.

B. Policy Implementation

- 16 The Credit System. [Videotape]. Produced by the Ontario Educational Communications Authority, 1972. (Chalkdust III - Series).

Members of the Faculty of Education, University of Toronto and the Ontario Teachers' Federation discuss the credit system and answer questions from the studio audience.

- 17 Curriculum Support. The Secondary School Credit System: a Pattern for Change. [Videotape]. Produced by the Ontario Educational Communications Authority, 1972.

"Mr. W.E.P. Fleck of the Ontario Ministry of Education and June Callwood discuss the credit system" and how it differs from the former type of secondary school organization.

- 18 Gilbert, V.K. Let Each Become; an Account of the Implementation of the Credit Diploma in the Secondary Schools of Ontario. Toronto, Ont.: University of Toronto, Faculty of Education, Guidance Centre, 1972.

Traces the development of the credit system in Ontario. Included are separate sections on each of the six schools that embarked on the credit system in 1967 illustrating the problems encountered and the advantages received. Some of the problems included timetabling, increase in counselling responsibilities, extending the credit system to vocational/technical subjects, and loss of class cohesiveness. Points to two innovations showing promise of solving some of the problems - the house plan and modular scheduling. Discusses other ongoing changes the credit system has given impetus to, such as the redefinition of principal and teacher roles.

- 19 Ontario. Ministry of Education. Response to Change; the Facts and Philosophy of Ontario's New Credit System In Secondary Schools. An Informal Guide for Parents. Toronto, Ont.: Ontario Ministry of Education, 1972.
(Also appeared as a supplement to New Dimensions, VII, October, 1972).

An introduction to the main features of the credit system by Thomas Wells, Minister of Education, is followed by an explanation of the system's philosophy and how it functions in terms of credit choices and diploma requirements. A selection of possible questions is also answered.

- 20 Ontario. Ministry of Education. Secondary School Organization and Diploma Requirements. Circular H.S.I 1973/74. Toronto, Ont.: Ontario Ministry of Education, 1973.

The Ministry's official guide to the implementation of the secondary school program within the credit system presents the philosophical and general organizational objectives of the system and a detailed account of the arrangement of courses and various diploma requirements. A list of available guidelines for specific courses is appended.

C. Problems and Promises

- 21 Durksen, P.J. "H.S.I With Regret; a Reply to the Task Force Brief on H.S.I." OSSTF Bulletin, LIII (October, 1973), 207-08.

In criticizing various portions of the Ontario Teachers' Federation brief, the author places more responsibility for the success of H.S.I on the teachers themselves, particularly their willingness to improve or redevelop their talents. Points in the brief covered include competition among departments, loss of student identity, inflexibility of the credit system, and the plea for greater assistance from the Ministry.

- 22 Gayfer, Margaret. "Why All the Ontario Fuss About the Credit System?" School Progress, XLII (May, 1973), 34-36.

The Ontario Teachers' Federation brief to the Task Force on H.S.I points out some legitimate concerns, but the author criticizes the fuss over the option/core program issue. The "free choice" expressed in H.S.I also extends to the schools that may structure their program as they see fit. Part of the problem lies in the failure to recognize learning as a concept of continuing education. Bewilderment of parents and the underdeveloped decision-making skills in students have resulted from the parents' abdication of their responsibilities in the past.

- 23 Golden, Mark. "Credits and the System." Community Schools, (September-October, 1973), 4-6.

Golden criticizes the vocational/technical schools for failing to implement fully the free choice of options. Maintains the credit system is designed only to support a change in labor demands and hence preserve the status quo. Budget ceilings in education will prevent the development of facilities and services necessary to ensure the system's success.

- 24 Gretsinger, Al. "The Community, the Counsellor and the Credit System." School Guidance Worker, XXVIII (November/December, 1972), 18-23.

The Head of Guidance at Beamsville District Secondary School presents some pros and cons of the credit system, specifically indicating how it has changed the information needs of students and parents and hence the role of the counsellor. He emphasizes the need for counselling in the elementary schools to introduce students to the implications of the system.

- 25 King, Alan J.C. Innovative Secondary Schools. Toronto, Ont.: The Ontario Institute for Studies in Education, 1972.

The author expands on his previous study, The School in Transition, by profiling four secondary schools, each with a different type of organization and program. The final section of the report outlines three main areas of change and discusses the problems ensuing from each.

- 26 King, Alan J.C. "Secondary Education: Common Sense Priorities." Headmaster, (Spring, 1972), 3-9.

"Can we individualize our schools too much? How much responsibility should be given to secondary school pupils...? What is the future of vocational and technical education in the secondary schools...? What kind of teachers do you want?" King offers information on these and other issues based primarily on the results of his own research.

- 27 King, Alan J.C. and Ripton, Reginald A. The School in Transition; a Profile of a Secondary School Undergoing Innovation. Toronto, Ont.: The Ontario Institute for Studies in Education, 1970.

The authors describe a secondary school undergoing innovation in areas such as the credit system, subject promotion, individual timetables, and student-centred discipline and a school with a traditional organization and program. The evaluation treats the reactions of students, teachers, guidance personnel, and administrators and identifies potential problems in adopting such innovations.

- 28 Mitchell, Malcolm B. "Philosophy of the Secondary School Curriculum in Ontario." Canadian Journal of History and Social Science, V (June, 1970), 13-18.

Objects to the curriculum divisions in H.S.I, feeling the four "Areas" do not reflect any basis in contemporary philosophies of education. "Curriculum division should be on the basis of structure rather than content."

- 29 Ontario. Ministry of Education. Provincial Task Force on H.S.I. Report of the Provincial Task Force on H.S.I: a Summary. Toronto, Ont.: Ontario Ministry of Education, 1973.

Through meetings, interviews, and surveys, the task force provided private individuals and provincial associations and institutions with opportunities to discuss the development of secondary school programs and the implementation of the credit system. The results are summarized under the headings used in H.S.I.

- 30 Ontario Teachers' Federation. "A Brief to the Ministry of Education on Circular H.S.I." Headmaster, (Spring, 1973), 30-35.

This brief to the Task Force on H.S.I touches on topics such as "the lack of any defined core of knowledge, skills or attitudes" for Grades 9 and 10, interdepartmental competition which reduces interdisciplinary cooperation, and student alienation resulting from the individual timetable. It reprimands the Ministry for failing to assist educators in areas other than the credit system, particularly in scheduling, and training teachers in small group instruction, evaluation and measurement techniques, and curriculum development.

- 31 Ronson, John C. "Circular H.S.I 1972/73; How Rational?" Headmaster, (Fall, 1972), 7-10. (Also appeared in Ontario Education, IV, May/June, 1972).

Agrees with the objectives of H.S.I, but the document's vague guidelines for their implementation combined with the "wide choice of credits with no sequential subjects" arranged under loosely defined subject areas result in contradictions of these objectives. Recommendations suggest compulsory subjects with a view to achieving a balance between the student's short-range interests and long-range needs.

- 32 Saunders, R.E. "Position Paper on H.S.I." OSSTF Bulletin, LIII (October, 1973), 223-26.

The credit system has solved some of the problems created by the Roberts Plan only to produce greater ones of its own. The ultimate evaluation of H.S.I must rest on a consideration of its student-centred philosophy and the subsequent curriculum implications. Does education exist to serve society or the individual? To act effectively as an individual within society, one must be equipped with the basic arts of computation and communication. The author suggests which subjects are germane to this approach and should thus be compulsory.

- 33 Sayeau, P.J. "A Principal's Response to H.S.I." OSSTF Bulletin, LIII (May, 1973), 149-50.

The flexibility of the credit system is admirable but its philosophy emphasizing student choice raises a number of questions. Students tend to lack a strong central program but dabble in subjects which are frequently abandoned when difficulties arise. The philosophy also stresses minimum achievement, failing to recognize properly those who earn extra credits or credits at an advanced level.

- 34 Thompson, James C. "Continuous Progress." OSSTF Bulletin, LI (February, 1971), 27-29.

H.S.I recognizes variations in subject aptitude by allowing a choice of subjects at different levels of difficulty, but no flexibility is allowed in the length of time required to master a course. The author suggests ways of providing for the bright student who is ready to pass to another credit or level of difficulty before the end of the semester or school year.

- 35 Van Vierssen Trip, Gus. "The Advantage of Subject Promotion and Individual Timetabling." Headmaster, (Spring, 1970), 27-29.

"The advantages of subject promotion and individual timetabling are incontrovertible" and provide a frame of reference for the development of other innovations. The changes in the student's socialization patterns are supported as they encourage the learning of flexibility in relating to others. The increased workload of the teacher is acknowledged, but the nature of the added responsibilities, contacts, and challenges contribute to greater professional and personal growth.

III. TOWARDS SOLUTIONS

A. The Student and the System

- 36 D'Oyley, V.R., et al. Comparative Study of Post-Secondary Achievements and Attitudes of Students from Traditional and Credit System High Schools. Toronto, Ont.: The Ontario Institute for Studies in Education, 1973.

The graduates of the six schools that began experimenting with the credit system in 1967 are compared with graduates of more traditionally organized schools in areas such as vocational benefits, interpersonal relationships, responsibility, and independence. Differences in retention rates between students of the two types of schools and "models for studying benefit-cost and cost-effectiveness" of the credit system are also examined. This study was pursued under contract to the Ontario Ministry of Education.

- 37 Elliott, Murray and King, Alan J.C. "Continuous Progress Education: Comment and Criticism." Manitoba Journal of Education, V (June, 1970), 5-12.

After commenting on the difficulties inherent in evaluating "continuous progress," the authors indicate those characteristics that typify the concept and on which their assessment rests. They conclude that the emphasis on individual achievement contradicts what the student needs to prepare him for further education and the realities of society; the resulting individualized programs reduce the chances of effective student evaluation; continuous progress should not replace traditional graded programs but alleviate their rigidity.

- 38 Fleming, W.G. The Individualized System in Ontario Secondary Schools: Results of OISE Research. Toronto, Ont.: The Ontario Institute for Studies in Education, 1973.

This report is intended to draw together the most important findings ensuing from research conducted by members of The Ontario Institute for Studies in Education under contract to the Ontario Ministry of Education. The results are related to the numerous questions on H.S.I. The studies considered include those by Ryan, D'Oyley, Laxer, and Leithwood cited elsewhere in the bibliography.

- 39 Hoy, Wayne K. "Dimensions of Student Alienation and Characteristics of Public High Schools." Interchange, III (Number 4, 1972), [38]-52.

After outlining those aspects of alienation and high school characteristics he proposes to investigate, Hoy hypothesizes that students in "custodial" schools will exhibit a greater sense of "powerlessness" and "normlessness," while the opposite will be true for their feeling of "meaninglessness."

- 40 Kleinert, E. John. "Effects of High School Size on Student Activity Participation." NASSP Bulletin, LIII (March, 1969), 34-46.

The impersonal atmosphere of a large high school makes personal identification difficult (a claim frequently levied against the credit system). Such an atmosphere reduces student participation in extra-curricular activities, thus limiting opportunities to learn cooperation and leadership. Three possible remedies might be the house plan, greater teacher participation in extracurricular activities, and assigning students to organize or participate in such activities in their unscheduled time.

- 41 Larre, Lucien. "Small Schools, Big Schools and Needs of Students." School Trustee, XXV (October, 1972), 23-27.

A guidance counsellor in a comprehensive high school in Regina outlines the psychosocial needs of the adolescent and the relative abilities of the small and large school to fulfill them. In an age where the home is disintegrating as a strong social unit, educators cannot afford to ignore the influence of the teenage peer group.

- 42 Laxer, Gordon; Traub, Ross; and Wayne, Katherine. A Study of Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. Toronto, Ont.: The Ontario Institute for Studies in Education, Educational Evaluation Center, 1973.

"Is the degree of achievement dropping as students opt for courses they understand to be easier?" Are academic standards being modified to attract students to courses with reputations of difficulty or where enrollment is dropping? Is the individual timetable creating problems in identification and establishment of friendships? This study, pursued under contract to the Ontario Ministry of Education, treats these and other related questions within the concept of the degree of implementation of the credit system in five selected schools. A summary of this report appears in Orbit, IV, December, 1973.

- 43 Leithwood, K.A.; Clipsham, J.S.; and Davies, Cheryl. The Effects of the Credit System on Student Choice of Secondary School Courses Through Comparison With Curricula of Ten and Twenty Years Ago; a Research Report Prepared for the Ministry of Education, Ontario. Toronto, Ont.: The Ontario Institute for Studies in Education, 1973.

Results of a "principals' questionnaire," "guidance department survey," and "teacher opinion data" are used to compare the 1972/73 course offerings and student choices with those of 1962/63. Unfortunately, data for 1952/53 is limited. Findings indicate that "the match between course choices and students' interests and ability is as good or better now as it has ever been." The study concludes that the "patterns of courses offered...expanded but patterns of students' choices...altered very little."

- 44 McCaffery, James F. and Turner, Daniel S. "Discipline in the Innovative School." Clearing House, XLIV (April, 1970), 491-96.

Students in a modular schedule program that allows for unscheduled time have greater temptations "to break the rules." Members of the administrative team at Abington High School, Pennsylvania, offer the benefit of their experience in problem areas such as attendance, independent study, and supervision of study areas. They stress the need for sufficient facilities and challenging programs to occupy unscheduled time.

- 45 Raichle, Henry F. "An Evaluation Report on the Modular Schedule of Northeast High School, St. Petersburg, Florida." Paper presented at the Florida Educational Research Association Conference, Ft. Lauderdale, Florida, January 29, 1972. (Available from ERIC Document Reproduction Service ED 062 687).

Evaluation is made in terms of student use of unscheduled time over a period of two years. Specific factors considered include student achievement and attitudes and teacher attitudes towards the use of such time.

- 46 Smiley, Larry L. "Student Use of Unscheduled Time." NASSP Bulletin, LVII (January, 1973), 89-93.

One concern behind the adoption of modular flexible scheduling is how effectively students use unscheduled time. Results of a study to investigate where and how students spend this time are summarized, and the conclusions advanced indicate that, generally speaking, the advantages outweigh the disadvantages.

- 47 Taylor, Peter A. and Cowley, Doris M. "Evaluating Continuous Progress Education." Manitoba Journal of Education, V (June, 1970), 45-49.

Stresses the need for two types of student evaluation - evaluation against himself where measurement is in terms of standards expected in the course and evaluation in terms of the achievement of others.

- 48 Thomson, Scott D. "Beyond Modular Scheduling." Phi Delta Kappan, LII (April, 1971), 484-87.

Independent study and unscheduled time are not synonymous with individualized instruction. The results of the modular scheduling approach to individualized instruction indicate independent study is not benefitting enough students. Rather the individualized design of instructional strategies is needed, that is, the variation of structured and non-structured learning according to the individual's need. Germane to this approach is the development of a diagnostic centre to determine the student's learning needs and abilities.

- 49 Virgin, A.E. "Excerpts From Students' Diaries Regarding an Independent Study Programme." The School and the Individual Student; a Book of Readings. Edited by A.S. Nease and V.K. Gilbert. New York, N.Y.: Simon and Schuster, 1970.

Comments on the use of unscheduled time in a North York Independent study program point to student skills needing cultivation and school facilities and programs needing development if unscheduled time is to be used wisely.

B. Guidance and Counselling

- 50 Blaker, Kenneth E.; Schmidt, Milt; and Jensen, Warren. "Counselor-Aides in Guidance Programs." School Counselor, XVIII (May, 1971), 382-86.

Reports the results of a survey of California high schools and community colleges to determine who used counsellor-aides and how. Typical applications included clerical duties, maintenance of a "career... Information library," maintaining personal contact with dropouts and students having difficulties in school, and involvement in the testing programs. Sources of applicants and qualifications required are also included. Few attempts had been made by those who had counsellor-aides to critically evaluate their use.

- 51 Carson, Gerald W. "Economic Survival for Counselors: Differentiated Staffing." Personnel and Guidance Journal, LI (January, 1973), 329-33.

Differentiated staffing might be one way of stretching the counselling dollar when funds for guidance services are limited. "The author reviews some of the stated objections, provides some remarks in rebuttal, and gives some of the unstated reasons for the concept's lack of acceptance among practicing secondary school counselors."

- 52 Cook, Daryl. "The Counsellor and the Decision-Making Process." School Guidance Worker, XXVIII (November/December, 1972), 13-17.

To assist students and parents bewildered by the maze of options fostered by the credit system, the counsellor's role must shift to one of teaching decision-making skills. His part in the decision-making process should be one of increasing his personal contacts and the provision of accurate, up-to-date information, rather than one of "program checker" ensuring students they are taking the "right" courses.

- 53 Dorrance, Gisela. "The Fragmented Student, or: Putting It All Together." OSSTF Bulletin, LII (May, 1972), 137-38.

Expresses concern over the "piecemeal" treatment of the student in the credit system resulting in his loss of identity with peers. Proposes a system of teacher/counsellors to remedy the situation and suggests duties they might perform.

- 54 Gilbert, William M. and Ewing, Thomas N. "Programmed Versus Face-to-Face Counseling." Journal of Counseling Psychology, XVIII (September, 1971), 413-21.

In view of the increased demands on the counsellor, programmed counselling would be useful, but would it be as effective? This study compares the two techniques in terms of questions such as the importance of the personal relationship factor, coverage of client problems, flexibility, and ratings of helpfulness. Findings generally support some use of programmed counselling.

- 55 Harris, Joann. "Can Computers Counsel?" Vocational Guidance Quarterly, XVIII (March, 1970), 162-64.

Follows the path of typical student queries to illustrate those "information-retrieval" and "information-meshing" functions a computer can perform efficiently. The counsellor's release from a sheer information-dispensing role allows him additional time to deal with problems requiring personal counselling.

- 56 Klotz, Melvin. "Faculty Advisor Approach to High School Counselling." ATA Magazine, LI (January-February, 1971), 14-17.

A variety of changes necessitates a new approach to counselling. With increased specialization, the teacher teaches a subject rather than a person and is aware of the student only in terms of his abilities in his speciality. The "average" student gets lost as the counsellor tends to deal mostly with "problem" and "honour" students. The principal of O'Leary High School, Edmonton, discusses the advantages of a faculty advisor program and the general shape it might take.

- 57 Price, Don W. "A Computerized Educational and Vocational Counselling Program." Canadian Counsellor/Conseiller Canadien, V (April, 1971), 115-23.

Demands for counselling in the sphere of personal problems is increasing. To provide additional time for this activity, the author proposes a model which uses the computer for educational counselling, interpreted as course selection and any necessary remedial action, and for vocational guidance, interpreted as selection of an occupation. Included is an examination of the "economics of such a program."

- 58 Romaniuk, E.W. and Maguire, T.O. "Computer Assisted Guidance." Canadian Counsellor/Conseiller Canadien, IV (June, 1970), 149-60.

Investigates the "applicability of computers to educational planning interviews by developing a computerized interview" which would attempt to overcome drawbacks demonstrated in previous studies such as the System Development Corporation (SDC) project. The results of its experimental application in an Alberta high school suggest that the computerized interview is not "substantially superior" to the counsellor interview.

- 59 Simons, Hal and Davies, Don. "The Counsellor as Consultant In the Development of the Teacher-Advisor Concept In Guidance." Canadian Counsellor/Conseiller Canadien, VII (January, 1973), 27-39.

A detailed examination of the teacher-advisor program at M.E. La Zerte Composite High School, Edmonton, designed to facilitate a "student-oriented" school. Enumerates the counsellor's duties, emphasizing his new role as "staff-developer." Extensive list of recommendations for program development is included.

- 60 Super, Donald E. "Using Computers In Guidance: an Experiment In a Secondary School." Canadian Counsellor/Conseiller Canadien, IV (January, 1970), 11-21.

Describes the Educational and Career Exploration System (ECES) and its experimental use in an American high school with students in Grades 9-12. The results, evaluated in terms of the reactions of counsellors, teachers, parents, and students, indicate the system is promising and show where further development is necessary.

C. Flexible Scheduling

- 61 Allen, D.J. ASCOT; a System for Construction of Timetables. Scarborough, Ont.: Scarborough Board of Education, 1973.

To reduce the time and expense involved in individual timetabling, ASCOT was devised to facilitate a more efficient construction of the master schedule. This handbook details the operation of a system which will build a one- and two-day timetable with up to twelve periods each day and which will also handle double- and triple-period courses. A description of ASCOT examination scheduling is also included.

- 62 "Building Timetables With a Touch of Serendipity." School Progress, XLI (July, 1972), 18-19.

Examines the operation and illustrates the advantages of Scarborough's ASCOT system, pioneered in five high schools in 1971/72.

- 63 Cavanagh, Gray. "Modular Scheduling; what It Can Do and What It Can't." School Progress, XL (October, 1971), 48-49, 62.

The scheduling technique alone does not make a program successful; it is the use of its unique characteristics by staff and students which achieve this. Regardless of the scheduling technique adopted, it cannot assist in solving all problems. The author illustrates this by examining how the use of unscheduled time produced by the modular schedule made this type of scheduling an advantage in one school and a disadvantage in another. Also suggests consideration of the block time approach.

- 64 Gard, Robert R. "A Realistic Look at the Flexible Schedule." Clearing House, XLIV (March, 1970), 425-29.

Relates problems to be faced by a large school embarking on modular scheduling, based on the author's experiences. Examines the problems in terms of accurately and efficiently relating the elements of time and space and providing guidance for the "human element" in the new-found flexibility.

- 65 Giles, B.J. "Two-Day Cycle." OSSTF Bulletin, LI (December, 1971), 273-74.

The vice-principal of Midland Avenue Collegiate Institute, Scarborough, describes the implementation in 1970/71 of a two-day cycle schedule with ten periods spread over the two days. Chief advantage is the increase of flexibility which the five-day cycle/nine-period day and six-day cycle/eight-period day did not afford. Unscheduled time and the adjustment of teaching and learning techniques emerge as two areas of concern.

- 66 Hersak, Nestor Alexander. "Flexible Modular Scheduling Innovations: a Survey of Attitudes." Unpublished M.Ed. dissertation, University of Manitoba, 1972.

The purposes of this study are as follows: to describe modular scheduling innovations; to survey staff and student attitudes toward these innovations; to determine whether certain student behaviors were related to modular scheduling. Staff and students at Vincent Massey Collegiate, Manitoba, and Red River High School, North Dakota, reported gains in almost all areas of student behavior. Areas of concern include the scheduling of programs for small computers, the expense and difficulty in managing computer-built schedules, and the inadequate training of school administrators and teachers for the tasks required in a flexibly scheduled school.

- 67 MacKrell, Thaddeus E. "Class Scheduling; Chaos and Confusion? Try the Bloomfield Method." Clearing House, XLVI (January, 1972), 305-08.

Bloomfield High School, Connecticut, had experienced numerous difficulties resulting from their computer-produced schedules which involved an undue length of administrator and counsellor time to prepare and revise. An outline of the revised scheduling procedure is presented.

- 68 Parker, Jack. "A Student-Centered Scheduling Model." NASSP Bulletin, LVII (January, 1973), 47-52.

Most schedules plot courses first and then students and teachers. The author offers guidelines for preparing a student-centred master schedule which considers first the personal characteristics and academic factors of the student and the personal needs and preferences of the teacher. Examines the role of the computer in the process.

- 69 Schuddeboom, James Frederick. "A Comparison of Academic Achievement in Modular and Traditional Scheduled High Schools on Province of Quebec High School Leaving Examinations." Unpublished M.A. dissertation, McGill University, 1973.

As the first group to have passed through high school entirely on the modular schedule graduated in 1972, it seemed an ideal time to make the comparison, particularly because of the concern over the amount of "free" time such a schedule allowed. The hypothesis that there would be no significant difference in achievement regardless of sex or subject (English, French, Geometry and History) generally was supported. However, older boys made greater gains within the traditional schedule.

- 70 Shockloss, Daniel P. "Changing to Modular Flexible Scheduling." NASSP Bulletin, LVII (January, 1973), 79-88.

Relates the experience of New Milford High School, New Jersey, in changing to a modular schedule. Implementation was undertaken by a number of planning committees whose responsibilities are outlined. Explains the changes in various subject areas resulting from the new schedule and devotes a substantial section to the discussion of "student control," particularly the use of unscheduled time.

- 71 Weiss, Ronald P. A Readiness Model to Implement Modular Scheduling, 1971-72. Minneapolis, Minn.: Educational Research and Development Council of the Twin Cities Metropolitan Area, 1972. (Available from ERIC Document Reproduction Service ED 062 685).

Designed to assist staff anticipating adoption of modular scheduling, the model includes "nine distinct phases in the model that signify when and which members of the school and community should be involved in the change process. Within each phase are listed specific points" for facilitating the objectives of that particular phase. The model is based on reviews of the literature and tested in a number of schools that have successfully implemented the schedule.

D. School Organization and Administration

- 72 Bogle, Barbara. "Units of Professional Strength." Comment on Education, i (Number 1, 1971), 2-5.

A proposal and rationale for school administrative reorganization in North York designed to release the principal from some of his administrative tasks to be more available for instructional leadership and to allow teachers more participation in decision-making. Other benefits might be greater staff flexibility and more equitable distribution of salary allotted for additional responsibility. A detailed outline of various proposals for specific positions and their unit value is appended.

- 73 Forrester, R.J. "The Unit System: an Approach to Breaking Down Student Alienation." Comment on Education, III (February, 1973), 10-12.

Port Credit Secondary School is attempting to alleviate student alienation through "the use of an extended home-form period..., a home-form class based on the grouping for the first subject period," and a unit system where three home-form classes equal one unit. An evaluation of the first year of operation includes some guidelines for the novice.

- 74 Fraser, J.A. "Deans of Kenora; Reorganization of a Board of Education." Ontario Education, IV (March/April, 1972), 14-18.

The former Director of Education for the Kenora Board traces the development of their reorganization. In order to begin K-13 integration within the guidelines of H.S.I, department heads and coordinators were eliminated and replaced with deans, assistant deans, a cabinet and education council, and the five course areas of H.S.I were extended to Grade 7. The various responsibilities of the new administrators are outlined in some detail.

- 75 Fullan, Michael, et al. Thornlea: a Case Study of an Innovative Secondary School. Toronto, Ont.: The Ontario Institute for Studies in Education, 1972. (Profiles in Practical Education No. 6).

"This report of Thornlea Secondary School in Ontario, Canada, describes the school's goals, the administrative and social structure, and the process used to implement innovations." Data was gathered primarily through interviews with administrators, teachers, students, and parents during 1971, after three years of operation. Separate chapters are devoted to the development of goals and the administrative and social structure; specific innovations such as the trimester system, "home group" and "differential course phase" systems, and independent learning courses are also treated. Summary "identifies a number of factors that had promoted the school's innovative development."

- 76 Gilbert, V.K. "House Plan for Ungraded Schools." OSSTF Bulletin, L (February, 1970), 21-25.

Gilbert discusses the causes that "have led to the introduction of house plans, how these have progressed in several schools, with attendant advantages and difficulties and some reasons why they have not been received with enthusiasm."

- 77 Gilbert, V.K. "Housemasters and Chairmen: a Different Division of Administrative Duties in a Secondary School." Comment on Education, III (February, 1973), 12-16.

Rather than following the trend of administrative change towards the addition of vice-principals, Gilbert presents a model (and variations) which might better meet the needs created by the credit system. The model is based on three criteria: "the principal should have more autonomy in determining...staff allocation," department chairmen should be curriculum experts, and housemasters replace vice-principals. Cost comparisons and methods of implementation are outlined.

- 78 King, Alan J.C. and Warren, W.K. "House Systems: Problems and Perspectives." Orbit, III (December, 1972), 4-7.

"The first students in the province to have individual timetables tended to respond favorably to the opportunity of meeting a wide range of other students, but after a time their feelings began to change." Problems such as student isolation, depersonalization, and apathy have arisen which the house system can help to alleviate. The authors compare the design and implementation of various systems with reference to Centre Hastings Secondary School, Madoc; General Panet High School, Petawawa; and Roland Michener Secondary School, South Porcupine.

- 79 Kirk, Robert N. "House Systems: Preserving Small School Virtues Within a Large School Framework." Educational Review (Fredericton), LXXXIV (November, 1969), 5-8.

Arguments advanced in support of the house plan include more opportunities for individual attention to foster individual differences, greater participation in leadership and extracurricular activities and increased chances for effective teacher cooperation. The organization of the Newton High School, Massachusetts, house system and the architectural aspects of the Lexington, Massachusetts, plan are explained.

- 80 Hettler, R.A. "School Within a School." School Progress, XXXVII (September, 1968), 76-77, 86-87.

Offers a general description of the organization and operation of a successfully implemented house system and presents guidelines for the design of the ideal school to accommodate it.

- 81 Leggett, Stanton, et al. "The Case for a Small High School." Nation's Schools, LXXXVI (September, 1970), 45-52.

The "Smallway" model, adaptable to house plan organization, deals with the suitable type of teaching personnel, program development and organization, including scheduling, phasing, and the use of mini-courses, and provides a brief look at costs and the pros and cons of the model.

- 82 McGeachy, Duncan Webber. "The Implementation of Subject Promotion in a New Brunswick High School." Unpublished M.Ed. dissertation, University of New Brunswick, 1971.

The principal of St. Stephen High School reports on the implementation of subject promotion in his school from 1967 to 1971. Evaluation of the program indicates staff, students, and the community generally approved, though both advantages and disadvantages are outlined. Recommendations for further study include "minimum" and "optimum" desirable sizes for schools involved in subject promotion; whether subject promotion better prepares students for post-secondary education; whether subject promotion schools are more costly to finance; and the need for more specialized personnel.

- 83 Roland Michener Secondary School House System. South Porcupine, Ont.: Roland Michener Secondary School, 1970. (Available from ERIC Document Reproduction Service ED 046 131).

A house system was established in 1969 to encourage student participation in school functions and to provide students with more personal advice and involvement in making decisions regarding their education. Indicates difficulties encountered and changes made. The school constitution detailing the duties of individuals and groups in the house system structure is appended.

- 84 Ryan, Doris W. Administration and Leadership in the Revised Secondary School: Report to the Ministry of Education. Toronto, Ont.: The Ontario Institute for Studies in Education, 1973.

The objectives of this study include an investigation of the extent to which the credit system has been implemented, characteristics of the system that have emerged, strategies of implementation, hindering or facilitating factors in implementation, and development of recommendations for revision of H.S.I and for further research. Fifteen secondary schools varying in size and date of implementation provided the basis for the in-depth analysis of the changing roles of administrators, teachers, guidance personnel, students and parents. Among the results is a recommendation that the Ministry not define specific compulsory courses but clarify the guidelines by indicating "that schools...may define a core of compulsory subjects for Years 1 and 2." The major implication is that successful implementation depends upon teacher capabilities of responding to the challenges of the credit system. Administrators must provide leadership by supporting teachers and communicating more effectively with parents and the general public.

- 85 Stewart, B.C. "A 'Seventies' Model for Secondary School Administrative Organization." Comment on Education, III (February, 1973), 17-19.

A proposal for administrative reorganization to accommodate H.S.I innovations includes area chairmen corresponding to H.S.I course areas, plus consultants whose subject expertise complements that of the chairman, thus ensuring the subject range in each area is adequately represented.

- 86 "Units of Strength - Solution to a Nightmare?" Comment on Education, I (Number 1, 1971), 5-6.

Pros and cons are advanced from principal and teacher viewpoints. The principal of Bathurst Heights Secondary School, North York, briefly illustrates how this plan might materialize in his school.

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